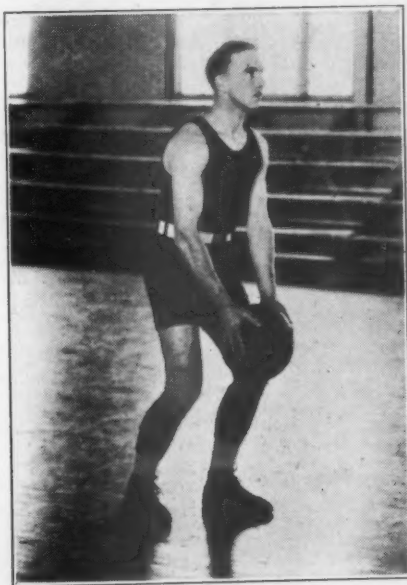


ATHLETIC JOURNAL

Vol. 3, No. 6

FEBRUARY, 1923

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THE ATHLETIC JOURNAL

A PROFESSIONAL MAGAZINE FOR THE
COACHES OF THE COUNTRY

JOHN L. GRIFFITH, EDITOR

VOLUME III

FEBRUARY, 1923

NUMBER 6

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The ATHLETIC JOURNAL

VOL. III

CHAMPAIGN, ILLINOIS

No. 6

STOP-TURNS OR PIVOTS

BY

DR. WALTER E. MEANWELL

Dr. Meanwell coached the basketball teams at the University of Missouri two years and won the Conference championship both years. At the University of Wisconsin he has coached seven teams, has won the championship four times, tied for first once and has never finished below third place. His first article on Stop-Turns appeared in the January Journal and his next contribution will be in the March issue.—EDITOR'S NOTE.

THE REVERSE TURN

THE proper execution of the reverse-turn, or back-pivot, is one of the finest examples of quick wittedness, muscular control and coordination that athletics affords; it is a good test of floor skill in a player, and is an almost essential feature of offensive tactics near the basket.

From the standpoint of the individual, pivoting trains and establishes such fine control and instantaneous response to varying situations, that it could well be incorporated into systems of developmental exercises for class purposes—as for mass Athletics. Pivoting is excellent physical training.

From the coaches' standpoint, pivots are so frequently a chief means by which the ball, on offense, is passed through a tight defense, that there is little need of restating their values. The varieties of the pivot, the indications for their use, and their technique may be discussed advantageously; there exists in these matters, a considerable diversity of opinion which free discussion will tend to eliminate.

In the January issue four types of pivots were named, the front turn, the half-turn, the reverse-turn forward and the reverse-turn to the side. The technique of the first two was described and the indications for their employment given. This leaves the reverse-turn for present consideration.

There are several satisfactory methods of executing the reverse-turn and of late the rapidly accumulating literature on basketball has included several differing descriptions of the technique involved, all of which seem adequate to produce good results. Therefore the following material is offered merely as being descriptive of the methods the writer has employed with his own teams for many years.

INDICATIONS FOR THE REVERSE-TURN

First, the back-pivot is employed by a player when confronted by an opponent who is in a position to check progress in a forward direction. The opponent must always be ahead of the pivoter, otherwise some other maneuver is indicated in place of the reverse-turn. In the situation described the back-pivot may be made (1) with *gain of ground forward* so as to carry the pivoter on in continuation of his original course and *around* his guarding opponent, or (2) it is made with a *gain of ground abruptly to the side* and at right angles to the pivoter's original course. In both cases the pivot is accomplished with a half turn of the body which momentarily presents the back of the pivoter toward the guard and so protects the ball and safeguards the pass or shot that usually follows. If properly executed, the ball may be successfully played even

with an opposing guard in contact.

The indication for the reverse-turn is exactly the opposite to that for the front-turn. In the latter the opponent should always be coming on from *behind* the pivoter, and if the turn is well timed, there seldom is contact between guard and pivoter before the latter gets rid of the ball, for the guard is dodged and usually rushes by.

In the reverse-turn the Pivoting player should similarly endeavor to avoid contact. In my judgment it is a mistake in technique for the pivoter to turn so close to the guard that the latter can make contact without having definitely to advance in toward the ball. In other words, the pivot should be made *away* from the guard and out of the direction of the original course when the pivot began. The back of the pivoter should be presented to the guard in such a manner and with such precautions as to avoid contact with a stationary or waiting opponent, who would be obliged to change his defensive tactics and who would necessarily shift sideways with the pivoter if he is to maintain a satisfactory defensive position. To do this, the pivoter should gain ground to the side—the rules fully enable this to be done when they permit one step in any direction with the ball. The sidgainer, by taking the pivoter away from his guard, puts the establishment of contact squarely up to the latter if he desires it, and also the responsibility for any contact foul that may result from the maneuver.

This latter point is the one most frequently overlooked by otherwise exact officials. Too often a clever pivoter is charged, pushed, roughed and is held by two arms, almost with impunity as compared with the non-pivoting player, simply because the clever man is so apparently difficult to guard that the official unconsciously deals leniently with the fouls of the defensive man.

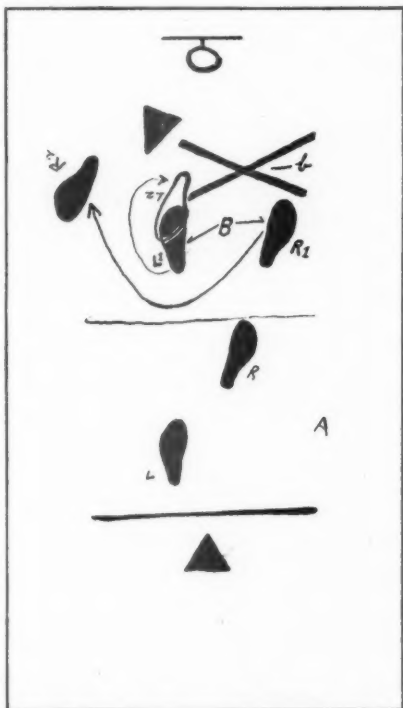
This attitude of the official places a handicap on skill and quick wittedness—characteristics which we endeavor to develop and which need encouragement rather than discouragement.

Because the Pivot is hard to guard and leads to many fouls on the part of the defensive men, there is no reason for criticising it or seeking its abolition. The answer to such charges is first, to advocate that *all* five men be trained to utilize the play, and secondly, that the defense for it should be more definitely understood and adopted. The guard must not rush a pivoting opponent but must shift sideways synchronously with the pivoter. He must be a heady and clever player—just as are the forwards and center. The "bull-rush" type of guard is obsolete, to the great good of the game, which is rapidly gaining recognition as a sport that requires more speed, co-ordination, stamina and quick wits than does any other game played. Third, it is to be desired that the offense *should* be stronger than the defense. We are all thrilled by exhibitions of clever offense, coupled with skilful shooting and we are often bored by the opposite type of game with the low score and air-tight defense, though there are seasons when one will be obliged by lack of skilled scorers, to over-emphasize the defensive game.

Opponents of the pivot style of play frequently criticize it as a form of block. That the maneuver does interpose the body between the ball and the guarding player is correct. There is nothing in the rules that requires the man with the ball to face an opponent and so permit it to be taken away from him—that is what beginners do and it is an error, due to inexperience and lack of coaching. A pivoting player without the ball may carom against an opponent with intent to block, but it is difficult to appreciate the advantages to be gained by the man

with the ball seeking contact—almost invariably the guard is at fault in this circumstance.

The reverse-turn with side gainer is usually made by the man in possession of the ball and is succeeded by a pass, dribble or shot. The shot from the pivot is apt to be erratic and the pass is the procedure of choice.



REVERSE TURN, OR BACK PIVOT, WITH SIDE GAINER.

A—Player's steps, advancing.

B—Jump to stop, feet spread.

R1, L1—Position of feet following stop.

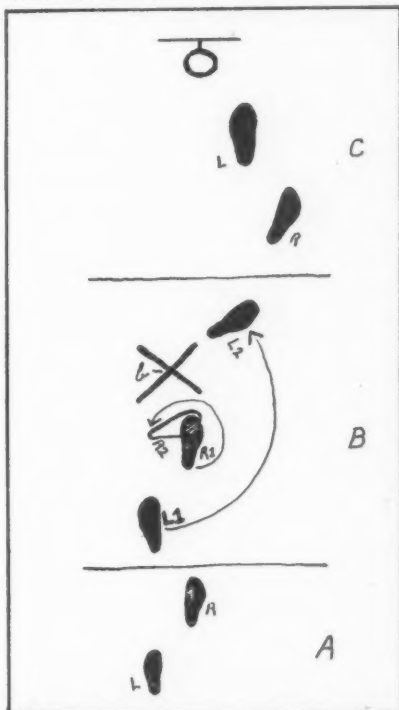
R1, R2—Right foot raised, R1, and swung backward, away from guard, back turned toward guard, and foot replaced at R2.

L1, L2—Heel raised at L1, pivot in place on ball of foot to L2.

b—Opponent guard.

The reverse-turn with front gainer is used almost entirely by men not in possession of the ball, and for the purpose of sliding the pivoter around a player whose body blocks progress forward. The forward gainer is not of much value

to the man with the ball for it carries the pivoter so close to the guard that a held ball or frequently loss of the ball results. The reverse-turn with front gainer is primarily a maneuver for the free men and the side gainer for the man with the ball.



REVERSE-TURN, OR BACK PIVOT, WITH FRONT GAINER AROUND GUARD.

b—Opponent guard.

A—Player's steps advancing.

B—Footwork of the pivot.

R1—Right foot flat, to a full stop.

L1—Left foot L1, L2) raised and swung backward, away from guard, back turned toward guard, and left foot replaced at L2, direction as indicated in cut.

R1, R2—Right heel raised, pivot on ball, from right to left.

TECHNIQUE

The reverse-turn is executed as follows: The pivoter advances to within about three feet of his opponent and then if he intends turning to the left, he slaps the right foot directly forward at the guard, foot flat on the floor, knees bent,

(Concluded on page 39)

BASKET SHOOTING

A number of requests have been made by Journal readers for suggestions how a coach may develop the basket shooting strength of his basketball team. The following article will deal with a few principles which have been tried and proven. Some men, after years of practice, have not been able to get out of the two hundred per cent batters' class and some basketball players will never be successful basketball shooters. However, every boy can improve his skill in throwing the ball through the basket if he will practice along right lines.

In the first place, in shooting baskets the player in question should concentrate his attention on the thing he is trying to do. Some players divide their attention and think of the opponents, the crowd and various other things when the ball leaves their hands for the basket. At the moment of shooting the player should look directly at the rim of the basket and should think of dropping the ball through the ring. Further, he should keep his eye on the rim until the basket is either made or missed.

In the second place, the thrower should ignore the backboard and should attempt to drop the ball into the ring without hitting the backboard. Where a player comes in from the corner of the court and attempts a shot close up under the basket it is well to carom the ball off the backboard, but in all other shots the ball should be thrown cleanly through the ring.

In the third place, in all shots except those made from directly under the basket the ball should be looped high in the air. One of the common faults in shooting for the basket is that the ball is not thrown high enough.

In the fourth place, the body and arms of the thrower should be relaxed as the ball leaves the hands.

This may seem inconsequential to the novice, but the difference between the poor basket shooter and the star generally is that the latter gives heed to such details as the one just mentioned while the other neglects them.

In the next place care should be given the method of holding the

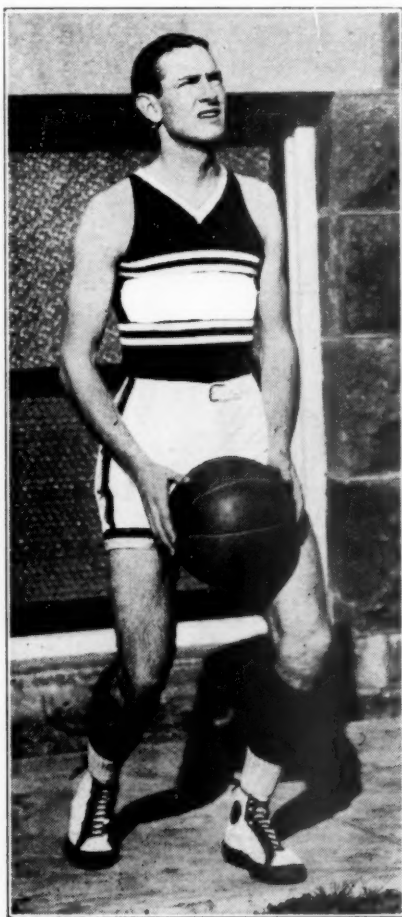


Illustration 1

ball and the motions employed in propelling the ball into the air. The ball should not be gripped but held lightly in the fingers and not against the heels of the hands. While there

(Continued on page 40)

BASKET BALL OFFENSE

BY

K. L. WILSON

Director of Athletics Drake University.

The following plays are taken from an article written by Mr. Wilson which appeared in the Athletic Journal, Vol. 2, No. 5. A number of coaches have requested copies of that issue in order to secure this basketball discussion, but since the supply is exhausted it has been decided to reprint the following extracts.—EDITOR'S NOTE.

PLAYS FROM CENTER

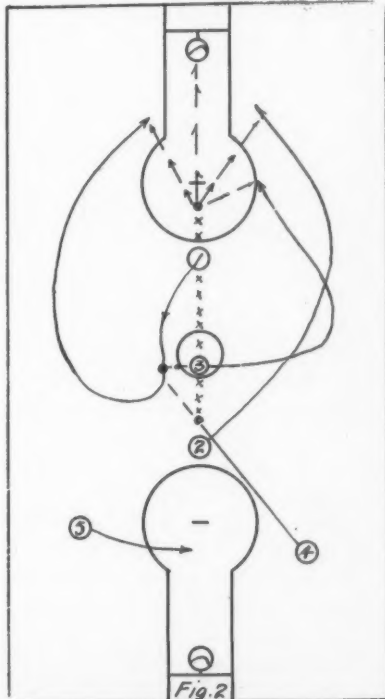
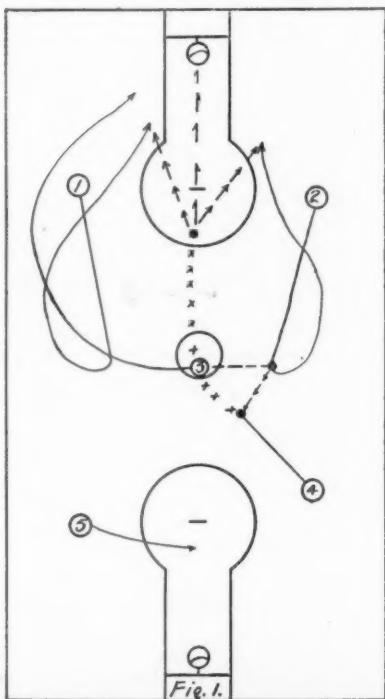


MEN line up in regular position. The ball is tipped to either side, both forwards coming straight in. The forward, on whose side the ball falls, bats it to the guard who can start his drib-

ble down the center of the floor, or pass the ball to the other forward who has reversed and started back for his basket on the opposite side of the floor. The center leaves the circle immediately after the tip-off

from the opposite side from which he knocked the ball, swings wide toward the side line and is ready to go in for a shot or follow his teammate's shot.

Center (3) tips ball to 2, who takes tip-off high in the air and bats it to 4; 4 starts dribbling down the center of the floor; 1 reverses quickly after coming toward center and cuts for basket; 2 swings back for basket; 3 (center) goes out of circle on opposite side from which ball is tipped and swings toward basket ready to receive pass from 4, or to follow 2's or 1's shot; 4 dribbles down floor, takes a shot or passes to 1 or 2 or 3 as they cut in for the basket. If opponents get



the ball at the tip-off, your players are in an excellent position to get the man who got the ball.

In the play shown in Fig. 2, 1 should be a tall, heavy type of player. Many coaches play their back guard in this position at the tip-off. He lines up ten feet in front of his own center; 2 lines up an equal distance back of center. The ball is tipped to either side. 3 (center) leaves the circle from the opposite side from which the ball is tipped; 1 gives signal to which side the ball is to be tipped and goes on that side, taking the tip-off high in the air and batting it to 4, who has moved up into 2's place on the tip-off; 2 cuts for basket, swinging toward side lines; 3 hesitates in center a second and then swings for basket. This usually draws the opposing center with him and gives 4 an opportunity to dribble down the center of the floor. This play has many possibilities in that the

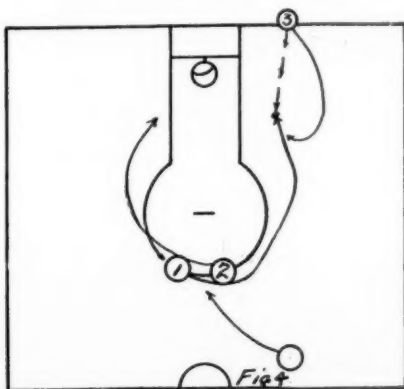
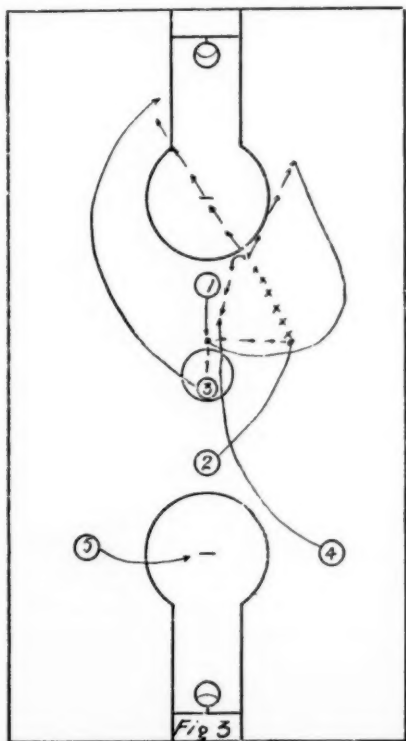
men, 1, 2, and 3, come in toward the basket in one, two, three order, and many baskets have been scored on follow shots; or 4 may pass to 1, 2, or 3, for short shots. Playing against a Western Conference team last year, a team scored five baskets on this play, in each case 4 dribbling down the center of the floor, 4 shooting, with 1 and 3 getting the baskets in the follow shots.

If your center has absolute control of the ball, the play in Fig. 3 may be used successfully along with the play shown in Diagram 2. The ball is tipped off over the opposing center's head to 1, who passes to 2; 2 then can dribble in towards the basket or pass to 3, who is swinging out towards the side lines and towards the basket. If these men are all covered, he can pass back to 4, who has advanced up to the center of the floor.

OUT-OF-BOUND PLAYS

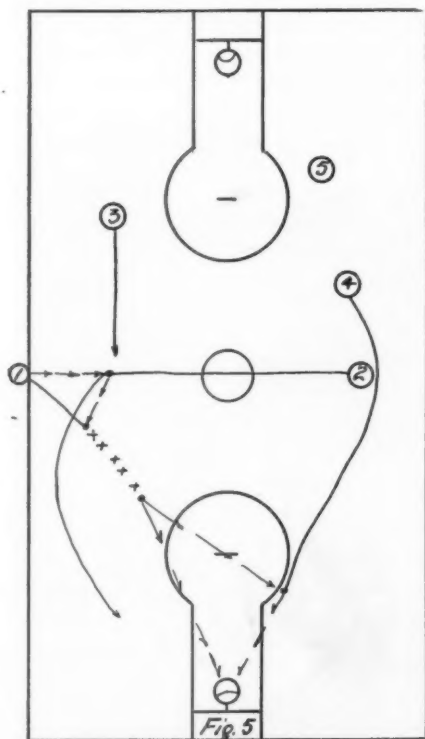
There is no limit to the number of out-of-bound plays that may be developed. The success of these plays will depend, entirely upon the speed with which the ball is started into play. If your men allow the opposing defense to get set, the chances for a successful out-of-bounds play are very limited.

The players should start getting into their positions the very instant they see the ball go out of bounds, and then it should be put into play without the least hesitation.



3 takes ball out of bounds under his own basket; 1 and 2 line up together around foul line; 1 pivots around 2 and swings toward the basket; 2 cuts for the other line of the floor; 3 passes to either 1 or 2 and comes in on the same side to which he passes the ball. If both 1 and 2 are covered, he may shoot the ball to 4, who has advanced down the floor past-center. 1 and 2 should be coached to work this crisscross of positions in a quick decisive manner, and the two opposing guards frequently will crash into each other.

About two-thirds of your out-of-bound plays will be started from the side of the floor.

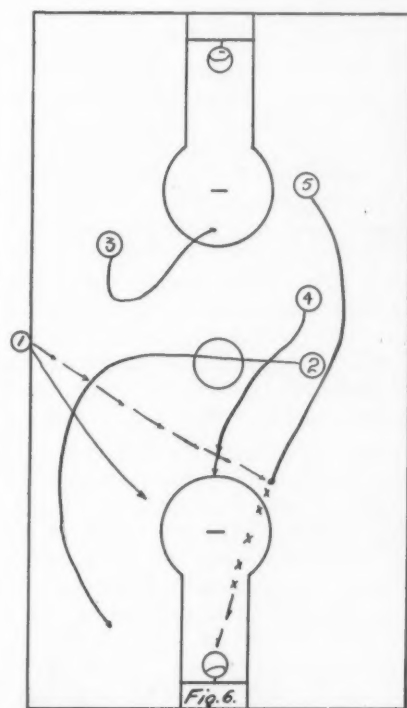


1 has ball out of bounds; 2 and 4 line up on opposite side of floor; 2 goes straight in, receives ball from

1, and bounces it back to 1, who is cutting toward the basket; 4 hesitates along the side line and goes in toward the basket ready to receive a pass from 1 or to follow his shot.

If 2 is covered as he comes across the floor, 3 should come in fast and take the ball.

After that play has been worked two or three times and the defense is watching for it, a good plan is to try the following play in Fig. 6.



2 goes in to meet the pass and as before cuts down the side line; 4 draws his guard over from the side; 3 fakes to go down the floor and then goes on defense; 5 goes down side of floor, receives the ball and dribbles in for a shot. The fact that 2 and 4 cross over toward 1, who has the ball, nearly always draws the opposing guards with them.

ESSENTIALS OF EARLY TRAINING

BY

JOHN S. PRESCOTT

Mr. Prescott graduated from the University of Illinois where he was a member of the track teams for three years. His best events were the dashes, relays, and low hurdles. Since leaving Illinois he has served as Director of Athletics at Fort Lauderdale, Florida. The action pictures used in the illustrations are pictures of Mr. Prescott.—EDITOR'S NOTE.

A few boys are born runners, but most of them are developed. In the preparatory school the embryo athlete may be made or ruined. The following suggestions are offered to aid coaches in developing correctly all boys and in making future champions in the various track and field events.

All boys should have regular, though light, training at the earliest possible age. A variety of relay races over short distances, combined with calisthenic exercises, will not only produce muscular co-ordination, speed, alertness, and aggressiveness, but will also build and strengthen the leg muscles. Too much time should not be spent on training teams for the present, so that material for the future is neglected. If enough time is given to the younger boys, better prepared candidates for teams will result.

This early training is absolutely essential to the development of successful teams in smaller schools where material is numerically lacking. Physical directors will find that this method will decrease the time required in actual team coaching and result in well balanced teams in any school. Very early the coach may advise every boy concerning correct diet, since the proper condition of the stomach is most important to the athlete. Greasy or fried foods, pastry, and too much sweet stuffs are very apt to upset the digestive system and should be taboo in training season.

As a part of preliminary work, the boys should be taught the execution of the start. Stress should be laid upon correction of three of the most outstanding faults to

which aspiring young sprinters are addicted:

(1.) Digging of holes deep enough to allow placing of the feet firmly against the back.

(2.) The right position to assume at the command "Get Set!" Many runners do not rise high enough with a resulting unsteady position, jerking, and frequent stealing. The knee of the leg which makes the first stride should be raised nine or ten inches from the ground.

(3.) The mental attitude during the start. Thought should be concentrated on action of the muscles toward getting a rapid pickup and

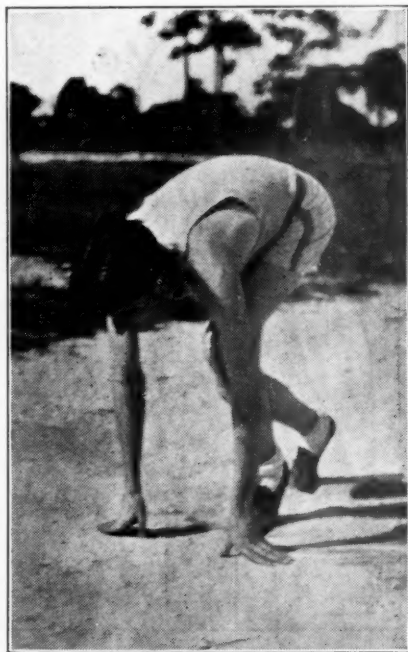


Illustration No. 1.—"Get Set!" position. Holes should be deep enough to allow placing of the feet firmly against back. Rise high to prevent jerking. Thought concentrated upon rapid pickup.

strong finish with the gun report acting merely as a release. If the thought is centered upon the expected report, a slower start will result due to a difference between auditory and muscular reaction time, the former being the greater.

Illustration 1 attempts to portray the above points. During training season every member of the team should be given starting practice as it is an aid to developing leg power in jumpers and weight men as well as in runners.

It is advisable to group boys into classes for study and training in events best suited to them and to have each boy a member of two squads, one for a track and one for a field event. Each squad may have as a leader a school team member most proficient in the particular event. Such squad work will be of benefit to the leader as well as to the younger boys, for, by attempting to teach others, he will correct his own faults. To simplify the handling of a large number of students in regular classes, attendance may be called by a floor number system. Boys will report on their numbers at the beginning of the class periods and then by number to their respective squads. Squad leaders should be instructed to teach fundamental points as outlined below, the training for actual competition being entirely in the hands of the coach.

Sprints.—The work in the sprint events should be principally for increased length of stride. Groups of three or four equally matched may start down the straightaway together, gradually increasing speed for 40 to 50 yards until almost straining. They may then maintain this speed or "float" 50 or 60 yards, raising the knees high and thrusting the arms as though delivering upper cuts to the jaw of an imaginary person directly ahead and follow with a gradual slowing down to a walk. No runners should ever stop suddenly.

Quarter, half, and mile.—Here, too, emphasis should be placed upon development of stride and sprint by a method similar to that used by dash men, and upon running around turns. Both sprinters and middle distance runners will find that they can cut down time around turns by slightly dropping the left shoulder and turning the trunk toward the pole as shown in Illustration 2. This gives as nearly as possible the effect of straight-

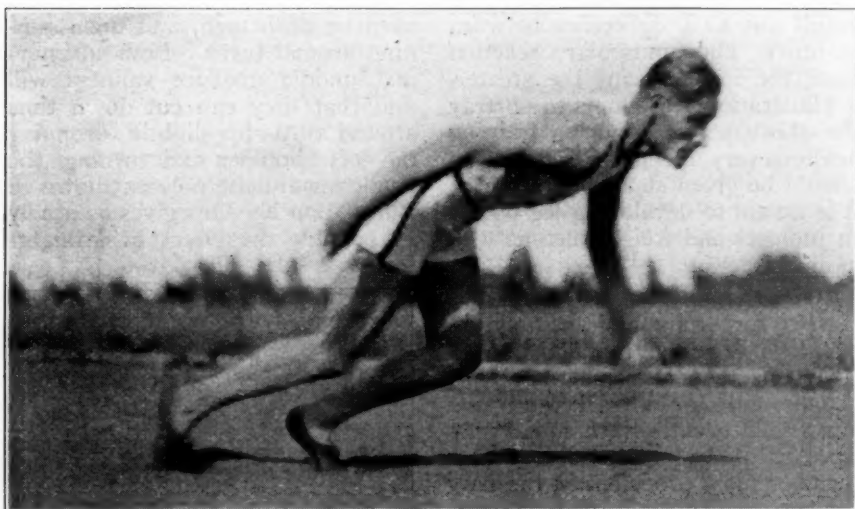


Illustration No. 2—Time around turns may be cut down by slightly dropping left shoulder, and turning trunk toward pole.

away running and does not interfere with the stride. All boys must learn to run their own races and not start out too fast. Looking around is fatal. Quarter milers may later be taught pace by frequent timing over 300 yards at a quarter mile pace. Half milers may similarly run 600 to 660 yards, and milers one-half to three-quarters of a mile. Under training is far better than overwork in these events.

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THE NATIONAL COLLEGIATE TRACK AND FIELD MEET

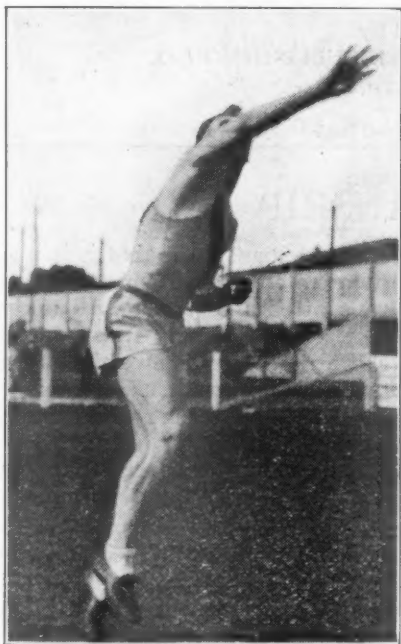


As announced in the January Journal the third annual Track and



Field meet of the National Collegiate Athletic Association will be held June 15 and 16 in Chicago on Stagg Field—University of Chicago. The pictures on pages twelve and thirteen are of place winners in the meet held last year. The first picture is of Leonard Paulu who won both the dashes in 1922. Paulu is a world war veteran who was badly wounded in action. As a result of his wounds he lost one eye and a portion of one heel was shot away. Due to this latter injury he runs with a distinct limp, but nevertheless after running his preliminary heats he won the short dash in the good time of 9 9-10 seconds and the furlong in 21 4-5 seconds.

The second picture is of W. Hayes, the veteran Notre Dame sprinter who lost the hundred by a narrow margin and finished fourth in the two hundred and twenty-yard dash. Hayes is a big, powerful runner who finishes strong. His form as he breasts the tape pre-



sents an interesting study for students of form.

At the top of page thirteen is an action picture of Milton Angier of the University of Illinois. Angier was a member of the last Olympic team. At the Drake Relays last April he broke the American record in the javelin. The javelin throw in the national meet was won by H. Hoffman of Michigan with a throw of 202 feet and 3 inches.

B. Patterson of the University of Illinois won second in the mile run which was won by M. Shields of Penn State. Patterson, whose picture appears at the bottom of page thirteen, won first in the Western Conference mile last spring. Patterson, Hayes and Paulu have all graduated but Angier will be eligible again this year.

Following are the results of the 1922 meet:

100-Yard Dash: 1st—L. Paulu of Grinnell; 2nd—W. Hayes of Notre Dame; 3rd—L. Erwin of Kansas St. Agric.; 4th—E. Wilson of Iowa; 5th—E. Smith of

Nebraska. Time: 9 9/10 seconds.

220-Yard Dash: 1st—L. Paulu of Grinnell; 2nd—E. Wilson of Iowa; 3rd—R. Spetz of Wisconsin; 4th—W. Hayes of Notre Dame; 5th—L. Erwin of Kansas Aggies. Time: 21 4/5 seconds.

440-yard Run: 1st—C. Cochran of Miss. A. & M.; 2nd—H. McDonald of California; 3rd—D. Fessenden of Illinois; 4th—J. Pyott of Chicago; 5th—A. Brickman of Chicago. Time: 49 7/10 seconds.

880-Yard Run: 1st—A. Helffrick of Penn State; 2nd—L. Brown of Penn; 3rd—H. Morrow of Iowa; 4th—H. Yates of Illinois; 5th—M. Gardner of Nebraska. Time: 1:58 1/10.

(Continued on page 40)



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JOHN L. GRIFFITH, Editor

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SPORTSMANSHIP

One of the underlying tenets of good sportsmanship is that it is unfair for one of the competing parties to take an advantage which is likewise not held by the opponent. Handicaps oftentimes are agreed upon and thus are manifestly fair—for instance, one man runs from scratch while another has a yard lead in the start of a race; a middleweight boxes a heavyweight, or one horse carries more weight than another. However, if the two sprinters had agreed to start from the same mark and one stole a yard lead, if the heavyweight fought as a middleweight, or if one jockey discarded weight while the other horse carried the burden agreed to under the terms of the race, then the element of dishonesty and poor sportsmanship enters in.

There are many misconceptions of sportsmanship as applied to individuals. Some associate hard trying on the part of athletes as a mark of poor sportsmanship. Perhaps these persons do not state it in these words, but somewhere in their philosophy is the feeling that the boxer who knocks out his opponent or the football player who blocks or tackles hard, is a poor sportsman. On the contrary the man who does not do his best is not honest. The great character moulding underlying principle of sport demands that in the contest every man will give his best effort. Then there are those who hold that good sportsmanship demands that all deception be removed from the games. Strategy and deception, which are permitted under the rules, are a part of the game. The pitcher matches his wits against those of the batter, the boxer feints with his left and leads with his right, the decoy is used in basketball and football strategy. The thing is wrong only when the act or practice is contrary to the spirit or letter of the rules.

Sportsmanship applies to institutions as well as to individuals. If a number of colleges agree to abide by certain rules and then one college violates the agreement that college is guilty of unsportsmanlike conduct. For instance, let us say that several schools that compose a conference agree that no money inducements will be given athletes to enter any of the institutions in question and then one college hires the men who play on its teams. The men in charge of athletics in these institutions are guilty not only because they have violated the agreement, but further because they have taken an unfair advantage over their opponents. When breaches of faith such as this occur the offending persons usually excuse their action on the ground that everyone does it. If the contracting representatives in a conference agree to compete under the terms of a certain agreement and then all violate the agreement, all are guilty of the basest dishonesty. It is far better to discard a rule that the colleges are not willing to observe than to make a pretense of observing it in the hopes of deceiving the opposition.

Spectators are frequently gross violators of the principles of good sportsmanship. A visiting athlete should be guaranteed by the home

crowd an opportunity to compete under the same advantages that the local athletes enjoy. It is as much the duty of the coach to educate the members of the student body so that they will appreciate the finer meaning of fair play as it is to teach sportsmanlike methods to the men on the teams.

The test of athletic coaches is whether they can play the game according to the rules. Athletic men all over the country are meeting this test satisfactorily, but there are some men who have not yet learned the meaning of sportsmanship. These men should either be educated or eliminated. Taken as a whole there is no finer body of men in the nation than those men who compose the school and college athletic coaching fraternity. These men themselves are responsible for the standards which govern our sports. Our ideals of sportsmanship are continually improving, but every man in the game must continually strive not only to be a sportsman in the real sense of the word himself, but likewise to teach the meaning of fair play to others.

THE VALUE OF PICTURES IN THE STUDY OF FORM

The Journal has frequently suggested that there is a standard correct form for all of our athletic activities. That is, according to students of form in athletics for each event there is a certain method, which for the majority of athletes, will bring the best results.

True, some men succeed who do not make use of the standard form. It is difficult to say whether these men would have been more successful had they used approved form methods or not. At any rate the coach who is instructing beginners will do well to teach what is recognized as proper form and then if a certain man develops peculiarities the instructor will have to decide how much the performer should be allowed to develop his own style.

The use of action pictures in the study of form is of inestimable value. Slow action motion pictures are being employed more and more. From good films action pictures may be made from the negatives and reproduced for plate or photographic studies.

For the purpose of stimulating the taking of pictures of athletes in motion and with the thought of adding to the usefulness of the Journal by printing more studies of the technique of form we desire to make this announcement, viz.: that we will pay a cash prize of five dollars for pictures which may be hereafter sent to the Journal under the following conditions: (1) If the print is submitted for competition in this picture contest the Journal will pay five dollars for every one accepted to be used in this magazine and will return all others to the senders. (2) The pictures will be judged primarily as to whether they portray correct form in the following activities: Guarding in Basketball, Basketball Pivot, Discus Throw, Javelin Throw, Shot Put, High Jump, Pole Vault, Hook Slide, Form at the Bat, Position of Catcher, Football Tackling, Blocking, Punting, Position of Offensive Lineman, Position of Defensive Lineman, Unclassified (including any action picture which is a good study of athletic form).

Coaches will derive a great deal of value from the work that they may do in securing photographic studies of their athletes in action. Send the pictures to the Journal and secure a cash prize.

A YEAR'S PROGRAM FOR REQUIRED WORK

BY

JOHN L. GRIFFITH

(Continued from the January number)

41. Forty-first Day.

A. Calisthenics.

- a. Arms to strike from shoulders. Bend. Strike left arm sideward, 1. Return left and strike right sideward, 2. Continue 16 counts then left arm to strike. Bend, arms lowered.
- b. Step left forward and place hands in rear of neck, 1. Bend upper trunk backward, 2. Return, 3 and 4.
- c. Raise left knee forward, 1. Raise arms sideward, 2. Lower arms, 3. Lower knee 4. Same right (slowly).
- d. To a side stride stand and bend arms to thrust. Jump. Turn trunk left and thrust right arm forward, 1. Turn trunk right and thrust left forward, 2. Continue 16 counts, then to position. Jump.
- e. Hands on hips, place. Lunge left sideward, 1. Lower trunk forward 2. Return, 3 and 4. Same right.
- f. Hopping left and right in alternation with hand clapping. Begin, 1-2-3-4, etc. Halt.
- g. Deep breathing.

B. Games for Alertness.

The Falling Stick, Formation—Circle.

The men in the circle are numbered. One man who is "it" takes his place in center of the circle and placing his finger on the top of a stick about three feet long calls a number and releases his hold on the stick. The person whose number is called must catch the stick before it falls

to the ground. If unsuccessful he is it.

C. Mass Basket Ball.

To practice the turns, form the class on one side of the floor or play area and at a given signal have certain designated sections run to a mark opposite (if on the basket ball floor use the side lines). When the men reach this mark have them stop and turn and return to their starting position. Insist on the proper form in stopping and turning.

Stop and Turn Relay.

The teams lined up as above (the class divided into teams). At the signal the first man of each team runs to the opposite side line, executes a basket ball stop and turn and returns to the starting point, where the next teammates are touched off. These men repeat and so on until one team or the other has finished.

42. Forty-second Day.

A. Calisthenics.

- a. Place hands in front of shoulders, 1. Straighten arms sideward, 2. Return, 3 and 4.
- b. Lunge, left sideward and raise arms sideward, 1. Bend trunk backward and carry arms upward, 2. Return, 3 and 4.
- c. Step left forward and raise arms forward, 1. Kneel right, 2. Return, 3 and 4.
- d. Bend knees deep and raise arms sideward, 1. Carry arms upward, 2. Return, 3 and 4.
- e. To a seat with the legs forward. Fall. Hands on hips. Place. Bend the

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knees, 1 (draw the knees up as far as possible). Straighten the legs side-ward, 2. Bend the knees, 3. Straighten forward, 4.

f. Hands on hips. Place. Swing the left leg forward, 1. Hop on right, 2. Swing the right leg forward, 3. Hop left, 4. Continue in rhythm 32 counts.

g. Raise the arms side-upward and, inhale. Lower and, exhale.

B. Games for Alertness.

Hook arm tag. Formation Circle.

The players about the circle are paired by having each pair hook arms at the elbows. The outside hands are placed on the hips. Two men take positions in the center of the circle, one being "it" and the other the runner. The runner attempts to hook arms with some man (who is paired with another) before being tagged. If he succeeds the third man then becomes the runner. If "it" tags the runner before he can hook an arm the latter must then attempt to tag "it" or someone set free in the manner just described.

C. Mass Basket Ball.

To practice the pivot have the men run two steps, stop and pivot, first to the right and then to the left and return.

Later have No. 1, of Section 1, start to run toward No. 1, of Section 2. The latter passes to the former half way between the sections. As No. 1, of Section 1, receives the ball he stops and pivots and he in turn passes to No. 2, of Section 2, who receives the ball, stops, pivots and passes to No. 3, of Section 2. Continue until all have practiced both pivoting and passing.

43. Forty-third Day.

A. Calisthenics.

a. Swing arms forward, 1. Carry arms upward to side-ward, 2. Carry upward to forward, 3. Lower, 4.

b. Jump to side stride stand, hands in front of shoulders, 1. Bend upper trunk backward, 2. Return, 3 and 4.

c. Bend knees deep and swing arms side-upward, 1. Lower arms to sideward, palms up, 2. Return, 3 and 4.

d. Lunge left sideward and bend arms to thrust, 1. Turn trunk left, 2. Return, 3 and 4.

e. To lying rearways. Fall. Hands on hips. Place. The trunk forward, raise. Lower. Slowly and keep the chest up, back flat.

f. Running in place with swinging the straight leg forward. Run.

g. Deep breathing.

B. Games for Alertness.

O'Grady. From the formation of column of squads the instructor gives certain movements in close order drill, prefixing the words "O'Grady says," i. e., "O'Grady's says, Forward March." From time to time he will attempt to confuse the class by omitting the words "O'Grady says." Any man who executes a movement incorrectly given is made to run the gauntlet or double time a short distance in front of the class.

C. Mass Basket Ball.

C. Mass Basket Ball.

To practice the lunge it is well to combine the lunge and the pivot and later the lunge, pivot and dribble following the methods just described.

The reverse turn should be practiced, first by having the men take a few steps across the floor and then make a reverse turn and then later, fol-



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low the methods described for practicing the pivot.

44. Forty-fourth Day.

A. Calisthenics.

- a. Swing arms side-upward, 1. Lower to sideward, 2. Upward, 3. Side-downward, 4.
- b. Step left forward and arms sideward, 1. Bend upper trunk backward, 2. Return, 3 and 4 (slowly).
- c. To a squat stand. Fall. Straighten the left leg side-ward, 1. Return the left and straighten the right sideward, 2. Continue for 16 counts, then to a stand. Jump.
- d. To a side stride - stand, hands on hips. Jump. Bend the trunk forward, 1. Straighten, 2. Bend back, 3. Straighten, 4.
- e. Jump to side stride-stand, 1. Cross stand left in front, 2. Return, 3 and 4. Continue, 16 counts.
- f. To a straddle stand, hands in rear of neck. Jump. Bend left knee and straighten arms, sideward, 1. Change knee bending position, hands in rear of neck, 2. Continue, 16 counts.
- g. Deep breathing.

B. Games for Alertness.

Crows and Cranes.

Of the various quickening drills in use, that known as "Crows and Cranes" is perhaps the most popular.

The method for carrying on this work is to divide the class into two groups—one known as "Crows" and the other as "Cranes." The director instructs the class to do a specific thing and then indicates the group that is to carry out the command—either "Crows" or "Cranes." This work is made more effective by rolling the "r" in giving the com-

mand of execution, and then finally snapping out the end of the word. For instance: "C-r-r-r-r-anes," "C-r-r-r-r-ows." Only the part of the class designated executes the movement; the balance should remain at attention. Example: Forward, roll, C-r-r-r-r-ows. Those who incorrectly respond to the command should get back to their proper positions as rapidly as possible.

The common positions and movements used in this drill are:

- a. Sit. Sit on ground.
- b. Stand. Stand up.
- c. Turn right. Jump in air, make one full turn right.
- d. Turn left. Opposite to turn right.
- e. Mount. Climb on hips of the other group.
- f. Dismount. Drop group off hips of other group.
- g. Forward fall. Fall forward.
- h. Jump forward. Jump to the front.
- i. Touch toes. Jump off ground and touch toes.
- j. The group called runs 25 yards and others attempt to catch them.
- k. Touch heels. Jump off ground and touch heels.

C. Mass Basket Ball.

Form class with two sections under each basket.

Dribble one bounce and shoot, while each member of Section 1 is taking his turn in dribbling and shooting from one side of the basket the corresponding player of Section 2, stationed at the opposite side of the basket follows the shot prepared to score should Number 1, of Section 1, miss. When each player of Section 1 has had an opportunity to dribble and each corresponding player of Section 2 has followed a shot,

change positions of sections, having Section 1 follow and Section 2 dribble. Next repeat on opposite side of basket, giving the men experience in shooting and following from each side.

45. Forty-fifth Day.

A. Calisthenics.

- a. To a side stride stand and bend arms to thrust. Jump. Thrust left arm forward, 1. Return the left and thrust right forward, 2. Continue 16 counts, then left arm to thrust. Bend in position. Jump.
 - b. Stride left backward, raise arms sideward, palms up, 1. Bend upper trunk backward, 2. Return, 3 and 4. Same right (slowly).
 - c. Turn trunk left and bend arms to thrust, 1. Thrust arms sideward, 2. Return, 3 and 4. Same right.
 - d. Jump to side stride stand and swing arms side-upward, 1. Lower trunk, half forward, 2 (45°) (back flat, head up). Return, 3 and 4.
 - e. To squat stand. Fall. Straighten legs backward, 1. Return, 2. Repeat 16 counts, then to a stand. Straighten.
 - f. Jump to side stride stand and swing arms side-upward, 1. To a close stand and swing arms side-downward, 2. Continue in rhythm 32 counts.
 - g. Arms forward. Raise. Carry arms sideward and inhale, 1. Forward and exhale, 2. Very slow. Arms lowered.
- ##### C. Games for Alertness.
- a. Out of my Sight—means that the men drop their hats or whatever they have in their hands and dash for the nearest truck, tree, or hole where they can hide.

Any man in sight is singled out by the officer in charge and made to feel conspicuous.

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- b. "To your Places," emphasized by "Don't be last," brings the men back at full speed to resume their interrupted work.
- c. "Six feet off the ground" signifies vigorous climbing up the nearest tree or fence.
- d. "Flat on the Ground" and on "all fours" means a sudden dropping to the ground and absolute silence in the position described by the command.
- e. "In the Stands" is self-explanatory, meaning that the men are to run to the bleachers or stands.
- f. "Out of the Stands" is the signal to return to the play area.
- g. "Feet off the Ground" can be performed by standing on some object or hanging but is more readily performed by lying on the back.
- h. "Touch Iron" starts the men looking for some piece of metal to touch.
- i. Occasionally the director should give a new command before one recently given has been completed. For instance, to call "Flat on Ground" when men are running for the timber to get out of sight, calls for quick thinking.

C. Mass Basket Ball.

Practice preceding days work then using the same formation, dribble one bounce, lunge, recover and shoot for the basket.

46. Forty-sixth Day.

A. Calisthenics.

- a. Arms to thrust. Bend. Thrust forward, 1. Return, 2. Sideward, 3. Return, 4. Upward, 5. Return, 6. Downward, 7. Return, 8. Continue 32 counts.
- b. Bend knees deep and raise arms sideward, 1. Bend

upper trunk backward, 2. Return, 3 and 4 (slowly).

- c. To lying rearways, fall. Raise both legs forward, 1. Straddle sideward, 2. Close, 3. Lower, 4. To a stand, jump.
- d. Raise the left leg backward and bend arms to thrust, 1. Lower the trunk half forward, 2. Return, 3 and 4.
- e. Lunge left forward and swing arms sideward, 1. Turn trunk left, 2. Return, 3 and 4.
- f. Hands on hips. Place. Four jumps forward, 1-2-3-4. Four jumps backward, 5-6-7-8. Continue 32 counts.
- g. Deep breathing.

B. Games for Alertness.

"Follow the Leader." Another effective method for conducting quickening exercises is known as "Follow the Leader." This work is carried on as follows: With the class in open formation, the leader calls "Follow me," and then proceeds to move arms, legs and body to various positions. Any of the fundamental physical drill positions may be used. While it is possible to use body and leg movements, the most satisfactory are those in which the arms alone take part. The Director should choose his movements out of consideration for the expertness of his class. There should be pauses over varying lengths of time at each position to allow the tardy members of the class to get to a new position. All movements should be made with the utmost speed and snap.

C. Mass Basket Ball.


Practice other forms of shooting, then dribble one bounce, lunge, pivot outward and shoot.

47. Forty-seventh Day.

A. Calisthenics.

- a. Place the left foot forward and arms forward, 1. Place the foot sideward and carry arms sideward, 2. Return, 3 and 4. Same right.
- b. Hands in front of shoulders. Place. Stride left sideward, 1. Bend upper trunk backward and stretch arms sideward, 2. Return, 3 and 4.
- c. Stride left forward, 1. Lower trunk forward and place hands in front of shoulders, 2. Return, 3 and 4.
- d. Hands on shoulders. Place. Lunge left sideward, 1. Lower trunk forward and stretch arms upward, 2. Return, 3 and 4.
- e. Bend knees deep and place hands on shoulders, 1. Turn head left, 2. Return, 3 and 4. Same with turning head right.

- f. Hands on hips. Place. Bend knees deep, 1. Jump to side stride stand, 2. Con-



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tinue in rhythm 32 counts.
g. Deep breathing.

B. Games for Alertness.

Command Drill. Another method that is tremendously effective in neuro-muscular development is that known as the "Command Drill." This drill is known under several other titles, and is carried on under varying conditions, being somewhat popular with athletic coaches.

In this drill the leader calls in rapid succession the position he wants the class to assume. For this work the class may be arranged in any open order formation that is commonly used. The members of the class should move as precipitously as possible from one position to another in the shortest and quickest way. The instructor should not hesitate to call down the laggards and lazy members of the unit, for the value of the work lies primarily in the snap the group develops.

The common positions or movements used in this drill are:

- a. Sit. Sit on ground.
- b. Kneel. Kneel on ground.
- c. Belly. Lie on ground, face down.
- d. Back. Lie on ground, face up.
- e. Squat. Squat.
- f. Roll right. Lying on back or belly, make complete roll to right.
- g. Roll left. Opposite of roll right.
- h. Roll front. Do forward roll.
- i. One foot. Stand on one foot.
- j. Head. Stand on head.
- k. Stand. Stand on both feet.

The above nomenclature is so self-explanatory that it is not necessary further to elaborate the same with more detailed

descriptive matter. After one trial, the men very rapidly get the idea.

C. Mass Basket Ball.

Practice preliminary lessons then form class under the baskets and pivot dribble and shoot. When this is learned, pivot, dribble, lunge, recover and shoot.

48. Forty-eighth Day.

A. Calisthenics.

- a. Lunge left forward and hands in front of shoulders, 1. Stretch arms sideward, 2. Return, 3 and 4.
- b. Hands on hips. Place. The left leg sideward. Raise. Replace the left, 2, and continue in rhythm. In replacing the foot the opposite foot is cut away with a snap. Best way to teach this is to start with the left foot raised sideward, then command cut—hop-cut-hop—etc. Later use the counts 1-2, etc.
- c. Stride left sideward, 1. Lower trunk forward and raise arms upward, 2. Return, 3 and 4.
- d. To a side stride stand. Jump. Turn trunk left and bend arms to thrust, 1. Lower trunk forward, 2. Return, 3 and 4. Same right.
- e. Fall to a squat stand, 1. Straighten legs backward, 2. Bend the arms, 3. Straighten, 4. Bend 5. Straighten, 6. Squat stand, 7, and up, 8.
- f. Running in place with knee raising forward and clapping the hands on every 4th count. Run, 1-2-3-clap. 1-2-3-clap.
- g. Deep breathing.

B. Games for Alertness.

False Lead Method. Another method which is a combination of the signal and

(Concluded on page 43)



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THE CALISTHENIC DRILL

BY

S. C. STALEY

(Concluded from the January number)

Agility Aspect

The Swedes have long recognized general ability as a very major product of the gymnastic program. Knudsen sums up this aspect of gymnastics in the following quotation, the facts of which might be equally accurately applied to calisthenics alone. He says, "By agility is meant the ability in each given case to innervate right muscles to the right degree, with the right amount of speed, and at the right moment. This ability is gained by means of training in the sending of correct nerve impulses to the muscles. In this way we learn to use our strength economically; muscles which have nothing to do with the required movements are not allowed to take part and work against the others. Agility also means full control over the body under all conditions. Many of the disasters, great and small, which happen every day are due to clumsiness. The external physical education, which is shown by a free and beautiful bearing, is in no small degree due to general command over the body."

"Any work of a physical nature, of course, gives a certain amount of agility. The blacksmith, the joiner, the laborer, etc., have all gained great skill or agility in the use of their tools. The same is the case with the athlete who performs with great agility the movements which are necessary for ball games, rowing, javelin and discus throwing. But it is a limited, specialized agility which these men acquire; in other respects they may be awkward and clumsy. Gymnastics, on the other hand, aim at giving a more general agility; there are a great number of exercises—the so-called co-ordination exercises—each of which gives training in send-

ing the correct nerve impulses, so that the muscles are brought to work properly under various conditions."

The full significance of general agility has only recently come to be recognized in this country; here it is looked upon as a combination of rapid physical reaction and localized motor control. A close relationship is seen between physical agility and its mental equivalents, alertness, sureness, quick thinking, keenness, and self confidence. This aspect of physical training is now recognized to be of so far-reaching importance that a special type of work has been evolved to develop it; this work, called quickening exercises, although nothing more than free-exercises carried on with all possible speed, had, I believe, its origin in the army where it was used to improve the "pep", the "snap" and the "go" of the soldiers. It was perfectly amazing to note the changes which took place in raw recruits (especially country boys) after a few weeks of this work, during the period of the recent military draft. They reported at camp sluggish of foot, dull of comprehension, slow in response, awkward and clumsy—in every way poor soldier material. A month of drill, the basis of which were the quickening activities of close-order drill, calisthenics and bayonet fighting, transformed them; alert, responsive, quick witted, self-confident and full of "pep", "snap" and "go", they became in thirty days excellent soldier material.

The army is not alone in this recognition of the value of quickening exercises. In many schools now brief, snappy setting up drills are given for the sole purpose of arousing dozing classes. Many factories and other business houses now in-



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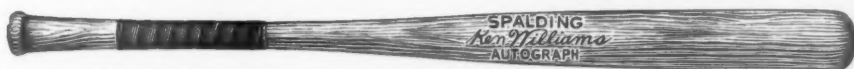


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troduce brief setting up drills in their daily programs for their employees for the same purpose—to stimulate and snap up their physical as well as mental reactions.

Physical agility is nothing more than neuro-muscular efficiency. To secure this efficiency our problem is to organize our neural paths so we can call into play just the muscles necessary to a given movement and eliminate those which interfere with it, and at the same time clear the paths so action becomes immediate and sure. To do this by means of calisthenic exercising we should exercise the fundamental muscle groups, at the same time attempting to secure as readily as possible localized motor control. The so-called "definite" type of work, or the command, number and cadence methods are particularly effective in this.

Strength Aspect

It is a primary principle of physiology that function makes structure; exercise therefore makes muscle, and muscle makes strength. It is practically impossible to get a large muscular development through free-exercising, (not that such development is particularly advisable); it is possible, however, to get a moderate development, sufficient for ordinary everyday purposes. It is unfortunate that the lay mind has long labored under a fascinating delusion—a delusion that the thinking physical directors should be about correcting, namely, that strength and health are inseparably interrelated—to the ordinary layman (incidentally a great number of physical instructors, also) strength means health—anyone who is strong must be healthy—to build up health we must build up strength—and so on—strength and health are one and inseparable.

On the foundation of this delusion, several manufacturing houses are making a neat profit every year through the sale of heavy bar-bells, elastic belts, and

other appliances guaranteed to produce strength (and health). The unsophisticated public, encouraged by a lot of unsophisticated physical instructors, fall for the pictures of handsome and bemuscled men steadily. But, as Bolin says, "We know that everyone should have muscles of such strength as will enable him to fulfill life's duty. We know that the muscles are the executive organs without which no work can be performed. We know that moderately strong muscles are necessary for the maintenance of health, vigor and virility. We know that if we have weak muscles our health must suffer, but our intellect is apt to remain potential only; our morality is apt to be of that flabby kind which finds no expression in deeds."

He goes on: "But have we any right to suppose that the benefits due to muscular development accumulate ad infinitum? Have we any basis for our opinion that the larger the muscles, the better the general health, the greater the general efficiency? . . . Has any lucid statement ever been made of these supposed benefits? Or can such a statement be made? . . . The time has passed when man must mainly rely on muscular strength to succeed in the struggle for existence and advancement. Moderate activity well distributed is sufficient to carry on the business of life easily. To develop more than is necessary is a dissipation of energy just as much as in an industrial or social organization it is poor economy to provide for a greater executive or clerical staff than is absolutely necessary. The means of subsistence must come out of the earnings of the producing force. Unnecessarily large muscles sap the energy of the individual. They direct to themselves an undue share of the nutriment, leaving less to carry on the functions of the other organs, just as much as an unnecessarily large standing army is a severe drain

upon the producing force of society." . . . He then points out that "nothing is gained in the direction where gain is most needed. The individual does not become a better functioning intellectual being, but sinks to the level of a muscular monstrosity."

There are two principal arguments favoring the development of a moderately strong body—first, for the purpose of taking care of ourselves in the experiences of life, we should always be in condition to protect ourselves, our families, and the interests of the nation of which we are members; second, for the purpose of maintaining so-called body harmony.

The weakling can neither protect himself, nor his family; likewise in time of war he cannot do his fair part by his nation. To satisfy the needs of this demand it is not necessary, on the other hand, to develop oneself to a point approaching that of a muscular mon-

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strosity—a moderate development is all that is necessary. As stated before, it is practically impossible to get a large muscular development through free-exercising—it is possible to get a fairly good development through this means—but as I see it, the principal purpose of the calisthenic drill is not so much to secure a good muscular development, but to maintain such a development. The individual should seek always to maintain good physical condition.

The second argument favoring a fairly good muscular development, namely, that of body harmony, refers to one's sense of pride—the pride of looking well, the pride of having well rounded limbs, high chest, and all of that. In another way it refers to the qualities of posture, suppleness, and agility. The well muscled individual, that is, the individual with an equal division of muscle, is bound to have a better posture, bound to be more supple, and bound to be more agile.

To secure the most satisfactory results, there are three rules which should be scrupulously observed: (1) The fundamental muscle groups are more important than the accessory groups. (2) Each exercise should be carried on until the muscles involved have become thoroughly tired. (3) Exercise should be taken at regular periods. The second of these principles is very commonly ignored. The average instructor carries on most exercises for from four to eight times; it is very rarely that an instructor can be found who exceeds this number. In my estimation, this is one of the great faults of present day free-exercise instruction. The director repeats an exercise four or five times and then, just when the exercisers have learned to do it properly and are on the way to get some good out of it, he halts them and proceeds to introduce a new exercise. Every exercise, with a few exceptions, should be repeated un-

til the exercisers are decidedly tired, not when they think they are tired or give vocal evidence of it by groaning, bleating, and so on, as they will as soon as it, so to speak, "begins to hurt." This, I believe, is a cardinal principle to follow.

Disciplinary Aspect.

It is but recently that the disciplinary value of the calisthenic drill has been fully recognized. Discipline is the great cry of the militarists and the educators, and it must be admitted that arguments favoring the same are rather convincing. One has but to visit an army post or a college, a high school or a grade school, where discipline is low and then visit a parallel institution where the discipline is high in order to be convinced of the worth of this quality. Disciplinary training involves training in subordination and responsibility and the scientific calisthenic drill skillfully directed is without rival in the inculcation of these valuable precepts. The drill that keeps the members of the class "on their toes" cannot help but accomplish this. The individual comes to assume the attitude whereby he senses his own responsibility and at the same time willingly subordinates himself for the welfare of the whole group.

Disciplinary training in the calisthenic drill is not so much a matter of content as a matter of method of instruction. As far as this training is concerned all exercises have an equal value; the thing to observe is that order is maintained, attention is constant, responses are immediate and rapid, and positions and movements are taken accurately. For this work, as in working to improve physical reaction, the command number and cadence methods are far better than rhythmic methods.

At first glance it may seem that the various demands incidental to the several desirable values make it impossible to achieve all these ends

in one drill. A little closer study, however, makes it clear that this first impression is wrong. Let us review briefly the requirements of the various aspects.

(1) Hygienic aspect calls for a thorough exercising of the fundamental muscle groups.

(2) The postural aspect calls mainly for abdominal and shoulder blade exercises and an upright carriage throughout the drill.

(3) The developmental aspect calls for continued exercising of the fundamental muscle groups.

(4) The suppleness aspect calls jointly for the exercising of the principal joints and the bending and twisting of the body and the fundamental muscles.

(5) The agility aspect demands that the exercises involve the fundamental muscle groups and be carried on by a "definite" rather than an "indefinite method."

(6) The disciplinary aspect asks that good order be always maintained and prefers the definite to the indefinite method of exercising.

None of these demands interferes with any of the others. In fact, just the contrary is true, each fits in with the others. It is easily possible to arrange a calisthenic drill in which all of the advantages mentioned may be derived.

Q. Is it advisable to allow students and friends in the dressing room before the basketball game or between halves?

A. No. The men should be alone with the coaches and the trainer. They should have their minds on their work and should not have their attention diverted.

Q. Does the steeplechase appear on college programs today?

A. No. It is on the Olympic program, however.

Q. Is the hammerlock barred in amateur wrestling?

A. Yes. The hammerlock is a punishing hold and punishing holds are barred.

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WHAT SWIMMING STROKES CONSIST OF

BY
W. STERRY BROWN.

Mr. Brown's article on Fear Elimination Drills appeared in the December Journal. Mr. Brown, who is now swimming coach at Washington University, has recently been offered the position of swimming coach at the University of Michigan.—EDITOR'S NOTE.



IN making a study of swimming fundamentals, a swimming coach ascertains certain very important principles, the observance of which is necessary for success in the water. All swimming strokes have some things in common. The legs must work together, the arms must function properly and there must be correct inhalation and exhalation. Thus the six parts that go together to make up a swimming stroke are the two legs, the two arms and inhalation and exhalation.

METHOD OF STARTING BEGINNERS

A class of beginners should first be taught the stroke which is the simplest and most easily mastered. It is easy to imitate a simple movement but unnatural co-ordinations are not easily acquired. It is comparatively easy to imitate simple arm strokes, and rudimentary leg kicks and proper breathing are not hard to master. More difficulty arises when the arm stroke, the leg kick and the breathing are combined. The degree of difficulty experienced by the beginner in mastering the process of a swimming stroke, however, will depend upon the simplicity of the fundamental movements.

SUCCESSIVE STEPS IN INSTRUCTION

In the foregoing paragraph we have separated the swimming stroke into its different parts. In-

struction consists of teaching the various parts first and then the combinations of these movements.

LEG DRIVE—ARM MOVE- MENT AND BREATH CONTROL.

The leg movements are called kicks. In all of the kicks in swimming, the two legs work together to make a wedging drive against the water and hence the action of the legs is sometimes referred to as leg drive.

The arm movements are separate and distinct. That is, each arm performs its own stroke whether in combined or alternate movements.

Breathing is not a propelling movement but very necessary nevertheless. When combined with a swimming stroke, breathing movements must be adapted to bodily conditions both in and under the water.

POSITION OF THE BODY IN THE WATER

Before attempting to combine the different kicks and arm movements, the correct position of the body in the water should be considered. The swimming movements are performed just under the water surface. This requires the legs to be near the top of the water and the head and shoulders on the surface of the water. Thus it will be seen that the correct position of the body is parallel to the water surface. In speed swimming the body position varies with the speed of the swimmer. As the speed increases, the head is slightly higher and the feet lower. This enables the swimmer to take advantage of the hydroplaning principle.

BASIC POSITION FOR THE STROKE

For the purpose of instruction every stroke must start from a basic position. This position is the end of one stroke and the beginning of the next. Since some strokes have continuous action of the legs or arms or both, the basic position may be a voluntary selection of some point in the stroke, from which a description of the stroke can be carried through to the beginning point.

In distance strokes there is a distinct period of rest in both the arm and leg movements, and it is easy to select the drifting position as the basic position of the stroke. In the breast stroke the arms glide forward to a distinct pause just as the legs are completing their drive. The narrowed-down, stretched-out position is the end of one stroke and the starting point of the next. In the crawl stroke there is contin-

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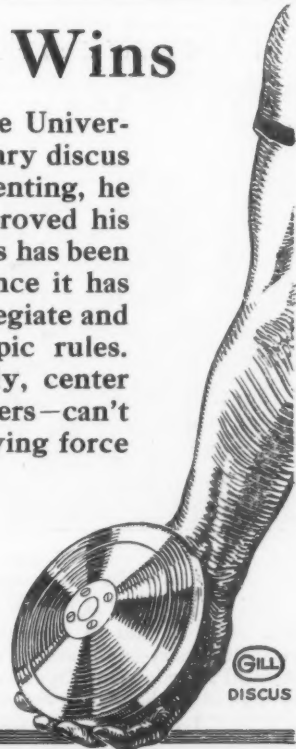
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uous action of the arms and legs, and the body assumes a horizontal position which may be likened to that taken by a man who stands on tip toe with one hand higher than the head and one hand at the side. This is a good basic position which may be considered in describing the movements of the crawl stroke.

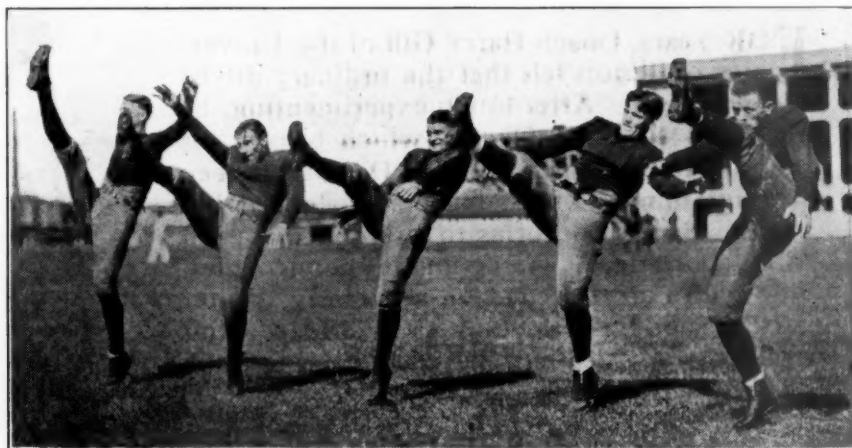
CYCLE OF MOVEMENTS

Given the basic position we have a starting point for the description of the cycle of movements which constitute a swimming stroke. In speed swimming where there is continuous action, the cycle of movements consists of power strokes and movements of recovery. In distance swimming there are rest periods which have an equally important place in the cycle of movements along with the application of power of the recovery. It quite often happens that the rest period comes at the same time in arm and leg movements, thus allowing the entire body to relax in a drifting, narrowed-down, stretched-out or resting position which usually follows the drive of the kick.

STRONG LEG DRIVE IMPORTANT

There are only three styles of kicks: the flutter, the scissors and the frog kick. The flutter kick is the only narrow kick and is used in fast swimming for that reason. Wide kicks like the Scissors and the Frog have immense power, but the momentum of the body through the waters offers such heavy resistance to them that the result is a great loss of power. Wide kicks are adapted to distance swimming and life saving work where a corresponding period of rest can follow the wide drive of the kick which creates the momentum. All kicks are based upon the wedging power against the water which is formed as the two legs approach each other.

Coaches are still paying close attention to the possibilities in leg action and developing new and better methods of increasing the drive. Instructors will do well to give over much of the early practice periods to the work of perfecting the kicks, for a powerful kick is the basis of a



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powerful stroke.

Arm movements are supplementary to the drive of the legs and the idea of pushing the water back with long arm strokes in the direction of the feet, is all the beginner usually needs after he has seen the movements performed.

FROM THE INSTRUCTOR'S STANDPOINT

To handle class instruction for beginners in swimming, the instructor needs a firm grasp of the principles that govern correctness.

To introduce the beginners to the water and show the action of the human body in the water under different conditions, is his first and most important duty. In the stunts suggested in the "Fear Elimination Drill" in the December issue of the Athletic Journal, the beginner learns to take the correct position in the water..

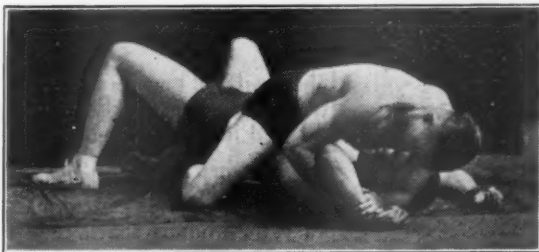
After the position in the water has been learned by the beginners, the instructor selects the easiest stroke to teach them. Having

chosen his stroke, he must have in mind the parts that combine to make up the stroke.

The work of the legs is of great importance in any stroke, and the beginner is better equipped to practice when he knows the principle of the drive of the legs as compared with the separate movements of the arms. To exhale the breath against pressure is a sensation that is not experienced any place except in the water. Much practice in rhythmic breathing is needed, not only for the breathing itself but for the control necessary in coordinating the breath with the movements of the stroke.

Only by knowing the problems that will confront the beginner, and deliberately planning his work to supply the advanced material as soon as the beginner can grasp that already given him, will the instructor be able to bring his subject up to the standard of instruction established in other branches of education.

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A BASEBALL COACH'S PROBLEMS

BY

C. P. PARKER

Mr. Parker, formerly a college star in football and baseball, is now baseball coach at The Phillips Exeter Academy, Exeter, New Hampshire. His article on some of the fundamentals of baseball will be followed by other baseball articles written by other successful baseball coaches.—EDITOR'S NOTE.

The following article will discuss problems, with which coaches in high schools, preparatory schools and colleges have to contend. Ninety percent of the school and college players have to be taught fundamentals; the remaining ten percent of these players may have mastered one or perhaps two of the essentials of a good ball player. The coaching of school teams differs greatly from that of major leagues, and this difference must be kept in mind, school teams must be taught fundamentals; league players come up from the minor leagues and are well grounded in fundamentals.

In the college and preparatory school teams, the coach can do lit-

tle more than teach the offensive sacrifice hitting, bunting, stealing bases, and an occasional hit and run play. If he has several youngsters who have three years or more to play, he may teach them the right ball to hit and when to play the hit and run. On the defense these young players may be taught how to switch for different batters but in this they have to be instructed for the most part from the bench. In general they may be taught when the infield should play in and when out, but here again they have to be instructed from the bench as the different occasions arise.

Every school-coach is familiar with the difficulties of training a



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pitcher, catcher and batter. The pitcher is the strength of the ball team. He requires the special attention of his coach. The average school pitcher considers himself a success, if, in a game, he strikes out nine or ten batters and holds his opponents down to two or three hits, regardless of the ten or more batters he may walk. His "wildness" does not enter into the estimation of his triumph. The pitcher must first of all be taught that control is his greatest asset. If a pitcher has any stuff on the ball, it is an easy matter, with control, to hold his rivals to a few hits for, as a rule, only a few school-boy batters can hit.

Second to the pitcher in value to the team is the catcher. Often as is the case with the pitcher, he is not keen enough to sense a batter's weakness, so plays along haphazardly. It is necessary for the coach either to signal how to handle each



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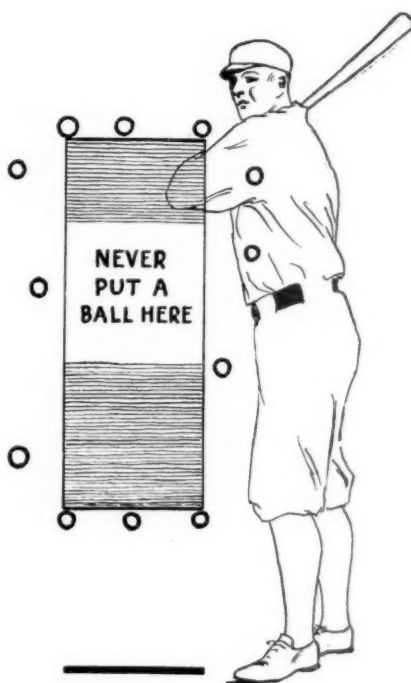
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situation or as I feel is the best way, for him to watch the batting practice of the opponents and then instruct his pitchers and catchers between innings. The catcher must be made to realize that he handles the team, so must be cool and alert at all times and quick to take advantage of any slip up of the opponent.

The third consideration is the batter. A coach has a difficult task keeping his men from swinging at everything when a pitcher lacks control. The players do not want to wait for four balls as they easily could do. They feel that to do their part, they must have their full allotment of swings; they must swing for a base hit. Equally as difficult is it for the coach to instruct his batters what to do when a pitcher has good control, curve, speed and a change of pace. They frequently back away, take strikes, swing bad-



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ly and go on the principle that the next batter may be able to do better. He should be taught when to hit and when not to hit; the batter should be taught to be on the alert for the curve ball. Failure to hit the curve is a weakness of many batters.

Nor is a coach's duty ended when he has trained his catcher, pitcher and batters. He still has "hot ball" to deal with. Young players enjoy throwing the ball around with men on bases, and too often are the bases filled when the ball is thrown in the stands. Players must be taught to hold the ball.

By way of summary then, the baseball coach must make the pitcher feel that he can pitch and is better than the batter. The batter, in order to hit must believe he can hit. The catcher must feel that he is master of the situation and is out-guessing the batter. The in-

(Concluded on page 46)

STOP-TURNS OR PIVOTS

(Concluded from page 5)

with the ball held in both hands. He must not stop on the balls of the feet but must come to a flat foot position on both feet and have both knees well flexed. The instant that the right foot strikes the floor, he should push backward from it with all force and swing the right leg, well extended, backward, toward the rear and toward the left; in the meantime the *heel* of the left foot is raised and the left shoulder lowered slightly. The player pivots on the ball and toes of the left foot, so that, with the right leg swinging backward, a half turn or an about-face is executed, which presents the pivoter's back to the guard. From this position the ball is delivered. The maneuver is then completed by making another turn, this time a forward one, pivoting on the right foot and swinging the left one forward and to the right, to shake free of the guard. There are several important points to

watch in coaching: first, that the pivot actually gains ground to the side or at right angles to the original course of the pivoter; second, that the ball is delivered just as the first step, the half turn, is completed, and third, that no contact is made by the pivoter on a stationary opponent.

In the March issue will appear action pictures illustrating the front turn and the reverse-turn described in the January and February issues.

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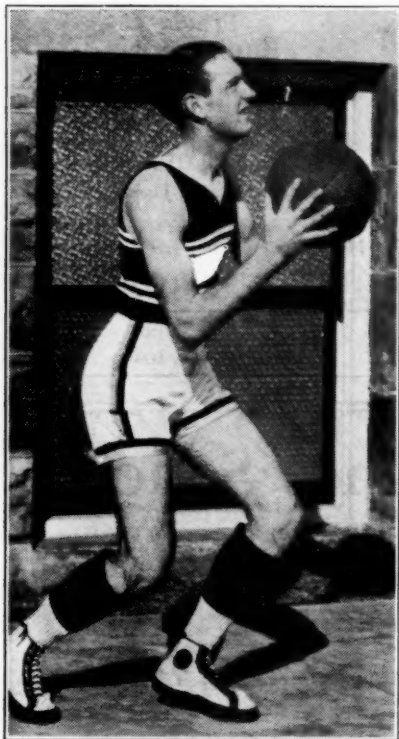
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BASKET SHOOTING

(Concluded from page 6)

are a number of shots employed in basketball fully ninety percent of the shots are either the underhand or push shots. In the January Journal, 1922, Dr. F. C. Allen discussed the Anatomy of Basketball, and among others used the following pictures to illustrate his ideas. The illustration on page 6 shows the method of holding the ball for an underhand shot. Note that the

**Illustration 2**

feet are slightly spread, the knees bent, the body relaxed, the ball gripped lightly above the center and the eyes are on the basket.

In the second illustration the player is starting a push shot. After the ball leaves the hands the body will follow it into the air. It will seem to a spectator that the ball leaves the hands when the feet are off the floor, but this is not true as may be proven by the motion

pictures. This follow through is essential. One point worth remembering is that it is well to raise the thigh of the leg which is advanced high in the air as the body follows the ball as this protects the thrower from an opponent coming in to guard and also means that the athlete will light in a good position for a quick start forward or to one side.

THE NATIONAL COLLEGIATE TRACK AND FIELD MEET

(Continued from page 13)

One Mile Run: 1st—M. Shields of Penn State; 2nd—B. Patterson of Illinois; 3rd—J. Connolly of Georgetown; 4th—W. Wikoff of Ohio State; 5th—C. Furnas of Purdue. Time: 4:20 2/5.

Two Mile Run: 1st—L. Rathbun of Iowa State; 2nd—R. Doolittle of Butler; 3rd—W. Thompson of Hamilton; 4th—S. Enck of Penn State; 5th—R. Swanson of Illinois. Time: 9:32 1/10.

120-Yard High Hurdles: 1st—H. Barron of Penn State; 2nd—I. Cook of Wesleyan; 3rd—C. Ivey of Earlham; 4th—C. Brickman of Chicago; 5th—C. Sargent of Michigan. Time: 15 2/5 seconds.

220-Yard Low Hurdles: 1st—C. Brookins of Iowa; 2nd—A. Desch of Notre Dame; 3rd—B. Ellis of Miss. A. & M.; 4th—G. Stolley of Wisconsin; 5th—H. Barron of Penn State. Time: 24 1/5 seconds.

Shot Put: 1st—J. Merchant of California, 44 ft. 6 1/2 in.; 2nd—G. Bronder of Penn, 44 ft. 3/4 in.; 3rd—J. Witter of California, 43 ft. 2 in.; 4th—H. Hulscher of Wes. St. Norm., 43 ft. 1 1/4 in.; 5th—L. Keon of Texas A. & M., 42 ft. 5 in.

Hammer Throw: 1st—J. Merchant of California, 161 ft. 4 in.; 2nd—M. Palm of Penn State, 136 ft. 3 1/2 in.; 3rd—S.

Hill of Illinois, 134 ft. 2 in.;
4th—S. White of Ohio State,
126 ft. 5½ in.; 5th—C. Schmidt
of Michigan, 124 ft. 2 in.

Javelin Throw: 1st—H. Hoffman
of Michigan, 202 ft. 3 in.; 2nd
—G. Bronder of Penn, 190 ft.
11 in.; 3rd—S. Sorrenti of Cal-
ifornia, 188 ft. 11½ in.; 4th—
M. Angier of Illinois, 187 ft. 5
in.; 5th—H. Whelchel of
Georgia Tech., 173 ft. 3½ in.

High Jump: 1st—H. Osborne of
Illinois tied with J. Murphy of
Notre Dame, 6 ft. 2½ in.; 3rd
—H. Muller of California, 6 ft.
1½ in.; 4th—R. Clarke of Am-
herst, 6 ft. ½ in.; 5th—S.
Campbell of Minn., T. Treyer
of California, V. Darling of
Amherst, E. Hoffman of Iowa,
H. Turner of Nebraska, P.
Jones of DePauw, G. Woods of
Butler, P. Platon of Wiscon-
sin, J. Shidecker of Ohio State,
5 ft. 9 in.

Broad Jump: 1st—R. LeGendre of

(Concluded on page 47)

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BASKETBALL IN NORTH CAROLINA

BY

F. B. CORBOY

Mr. Corboy played football at the University of Pittsburg and football and baseball at Muhlenberg. After leaving college he coached the P. R. R. Apprentice team at Altoona, Pennsylvania one year. In the army he coached and played football on the 111th Ambulance Co. of the 28th Division at Camp Hancock. When overseas, he coached the 109th Infantry football team. He has been director of athletics at Elon College, N. C., since the fall of 1920. Twice his basketball teams have been the runner up for the State Championship.—EDITOR'S NOTE.



BASKETBALL is just coming into its own in the State of North Carolina, due primarily to the fact that only recently the officials have had a real knowledge of the game. My first scrimmage will give an idea of officiating as I found it, if a personal reference will be pardoned. When the ball was tossed at the center ring there was a mad scramble by all the players on the court. A foul was called and the players stared in open-mouthed wonder. Foul followed foul for the first few minutes when I called a halt. The captain of the team came to me and made the statement that it was impossible for them ever to play basketball the way I asked them to play, as it would be a "lady's game and no game for a red-blooded man." After much explanation the players realized that they could accomplish more by playing the game as it should be played. Previous to the season to which I allude, the team had not won more than one game, and that season they won seventy-five per cent of their games.

This condition was found not only here but at practically every college in the state. The North Carolina colleges played that "knock-

down, drag out" sort of game that is usually found where the game is in its infancy and the officials are not up to the standard. The game, however, has made wonderful strides during the past several years. The coaches as well as the officials, are more efficient, which has resulted in the development of some very good teams, the most notable of which was the University of North Carolina team of last year, winner not only of the state championship, but of the South Atlantic as well.

Practically all the teams have revised their style of play to the extent that they have a very good passing game and play it almost entirely. There has not been a good dribbler in the state, therefore, that style of game is used very little. Great stress is laid on offense, and very little on defense. The teams, however, that have met with the greatest success have been giving more and more attention to defense; they have been using the five-man defense with three men about the center ring, and the other two deep in their own territory.

A great improvement is being noticed in the game of basketball, not only in this state, but through the entire South. Colleges have seen the errors in their former style of play, and are willing to accept that style of game which has been approved by those who have had the best interest of the game at heart.

A YEARS PROGRAM

(Concluded from page 24)

command system, is that which has been called the "False Lead." In this system the leader mixes correct commands with the incorrect commands or signals the class being instructed to follow only those commands that are correct. For instance, the class may be standing with their feet apart when the leader commands "Feet a part," "Jump." A large proportion of the class will make the mistake of jumping their feet together. Of course, they should make every effort to get back to their proper positions at once. Or, the director might jump his feet together, without giving the command for the same. A large portion of the class will follow his example. They are wrong, of course.

C. Mass Basket Ball.

Practice as before, then shoot and follow from different distances and positions on the floor. One man shoots and two follow. Next feint shot, pivot and dribble in and shoot, when imaginary opponent jumps in the air to block feint-shot.

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ESSENTIALS OF EARLY TRAINING

(Concluded from page 11)

Hurdles.—Hurdles must be run, not leaped, jumped, or glided over. The arm opposite the forward leg is extended straight ahead, fist clenched, and the trunk bent forward. This bending is most pronounced in high hurdling. The take-off leg must cut quickly over the barrier and ahead for nearly a full running stride. Chopping this stride will result in a great loss in the course of a race. Young hurdlers can gain a great advantage over opponents by learning to alternate, running between the high hurdles in four strides and the low in eight strides. Such early training will never be regretted, for the ability to alternate is a decided asset to any hurdler. Emphasis must be placed on clearing the last two or three hurdles of a flight by a safe margin since the muscles are tiring and the clearance will be much less

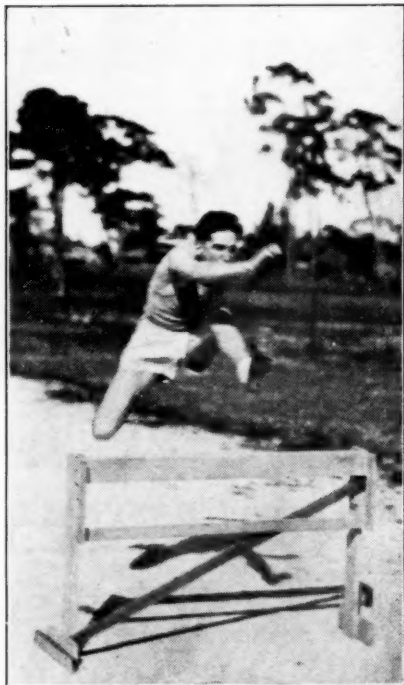


Illustration No. 3—Arm opposite the forward leg is extended straight ahead, fist clenched, and the trunk bent forward.



Illustration No. 4—This picture was snapped just a fraction too soon but might serve to illustrate take-off.

than expected. Illustration 3 shows the low hurdler in action.

Field events.—Broad jumpers, high jumpers, and pole vaulters must remember that starting and sprinting practice builds leg muscle. Broad jumpers should practice taking off behind the board to avoid fouling when they are keyed up for competition. They must work to get high in the air. In the pole vault, as the height of the bar increases, it is important to shift the standards to conform to the vaulter's point of greatest height. The high jumper must regulate his take-off to obtain a similar result. Many jumpers run too hard at the bar and detract from the effectiveness of their spring.

Shot putters must travel across the ring without pause, keeping close to the ground, and must get the shoulder and body directly behind the arm. Most youngsters fail to put the shot high enough in the air and are too tense.

Discus throwers must be taught

first to throw with a reverse only, followed later by instruction in turning and crossing the ring. The turns must be executed smoothly with the feet close to the ground. The throwing arm must trail the body until just before the release and the discus must leave from the forefinger. Best throws are often made when apparently the least effort is used.

Javelin throwers like the broad jumpers must be careful to practice stopping their run short of the finish line to avoid fouling in competition. The throw must be executed with a snap as in throwing a baseball from the outfield to home plate.

Since boys learn best by seeing or being shown, in every possible case coaches should instruct by personally executing field events, starting, hurdling, running turns, and setting pace. Where this is not possible, team members may be pointed out as examples and photographic illustrations may be used.

Throughout any training schedule for a team of young boys, fundamentals should be stressed and practiced. Trials for time over the full distance should be run only once a week to once in two weeks and then only when the candidate is in condition. Boys who do not train should never be allowed to compete in an event, as this is not only harmful to the boy but to the team.

Building strong, quick, and alert men both mentally and physically is the object of track and field athletes. Boys must be taught and trained with this purpose in mind.

Q. Why is it that a great many men shoot for the basket and then break to go on the defensive instead of following the ball for another try in case of a missed shot?

A. They are playing a defensive rather than an offensive game. This is bad basketball.

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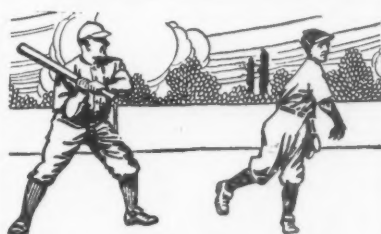
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BASEBALL COACH'S PROBLEMS

(Continued from page 38)

fielders must know what to do with the ball if they are playing it and know what or when not, to throw. A ball team is like the chain which "is only as strong as its weakest link."

The diagram on page 38 will be of help to pitchers and catchers in working a batter. The pitcher should as far as possible avoid putting the ball in the shaded spaces in the diagram. The space between these shaded spaces should positively be avoided. The circles show the best places for the pitcher to pitch the ball for the purpose of inducing batters to hit at it.

QUESTIONS AND ANSWERS

Q. Should players lie down on the floor when time is out?

A. No. The men should get together and plan the plays which will be used when the game is continued.

Q. How should a team play when the opponents "freeze" the ball in their back Court?

A. The men on defense should close in and each defensive man should take an offensive man and stay with him until the ball is obtained.

Q. When is a long shot at the basket permissible in a basketball game?

A. When the team is behind and time is nearly up, or when the defense is set under the basket and there is no one to pass to.

Q. Are cotton socks preferable to woolen for basketball players?

A. The woolen socks with footless hose should be worn since they furnish the best protection to the feet.

THE NATIONAL COLLEGIATE TRACK AND FIELD MEET

(Concluded from page 41)

Georgetown, 24 ft. 3 in.; 2nd—H. Muller of California, 23 ft. 8¼ in.; 3rd—P. Jones of De Pauw, 23 ft. 7 in.; 4th—J. Merchant of California, 23 ft. 4 in.; 5th—H. Osborne of Illinois, 23 ft. 3¼ in.

Discus: 1st—T. Lieb of Notre Dame, 144 ft. 2½ in.; 2nd—T. MacGowan of Montana, 136 ft. 6 in.; 3rd—L. Gross of Minnesota, 130 ft. 10 in.; 4th—H. Muller of California, 127 ft. 8 in.; 5th—H. Frida of Chicago, 127 ft. 1 in.

Pole Vault: 1st—A. Norris of California tied with T. Landowski of Michigan, 12 ft. 6 in.; tied for 3rd—A. Devine of Iowa, H. Collins of Illinois, E. Hogan of Notre Dame, C. Rogers of Kansas, D. Merrick of Wisconsin, 12 ft.

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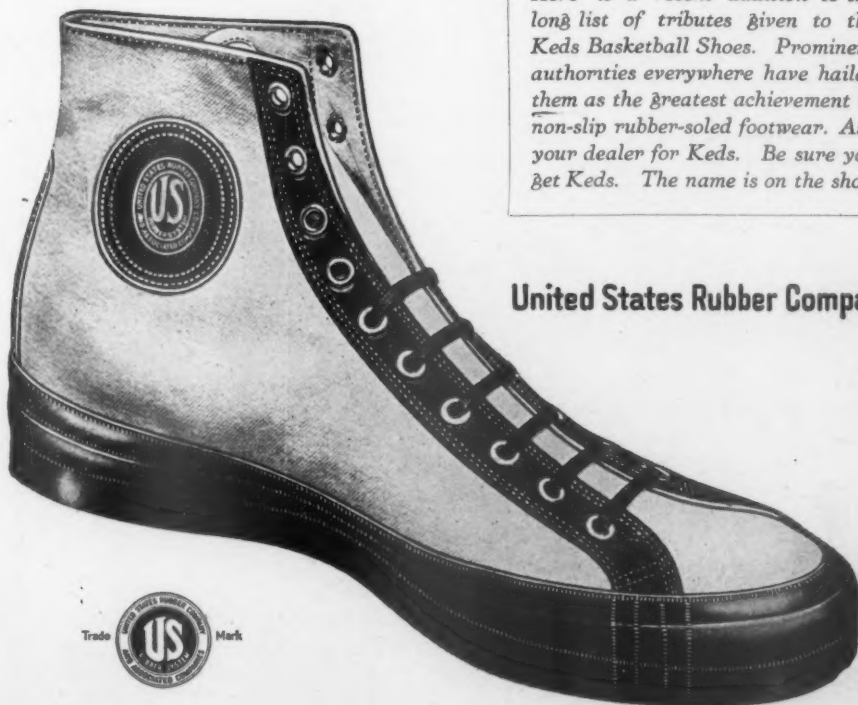
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